



HAWAII HISTORY DAY

2018-2019

TEACHER HANDBOOK

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HAWAI'I HISTORY DAY TEACHER HANDBOOK

This manual is based upon the “National History Day in Minnesota State Teacher Handbook” and has been copied, revised and appended with permission.

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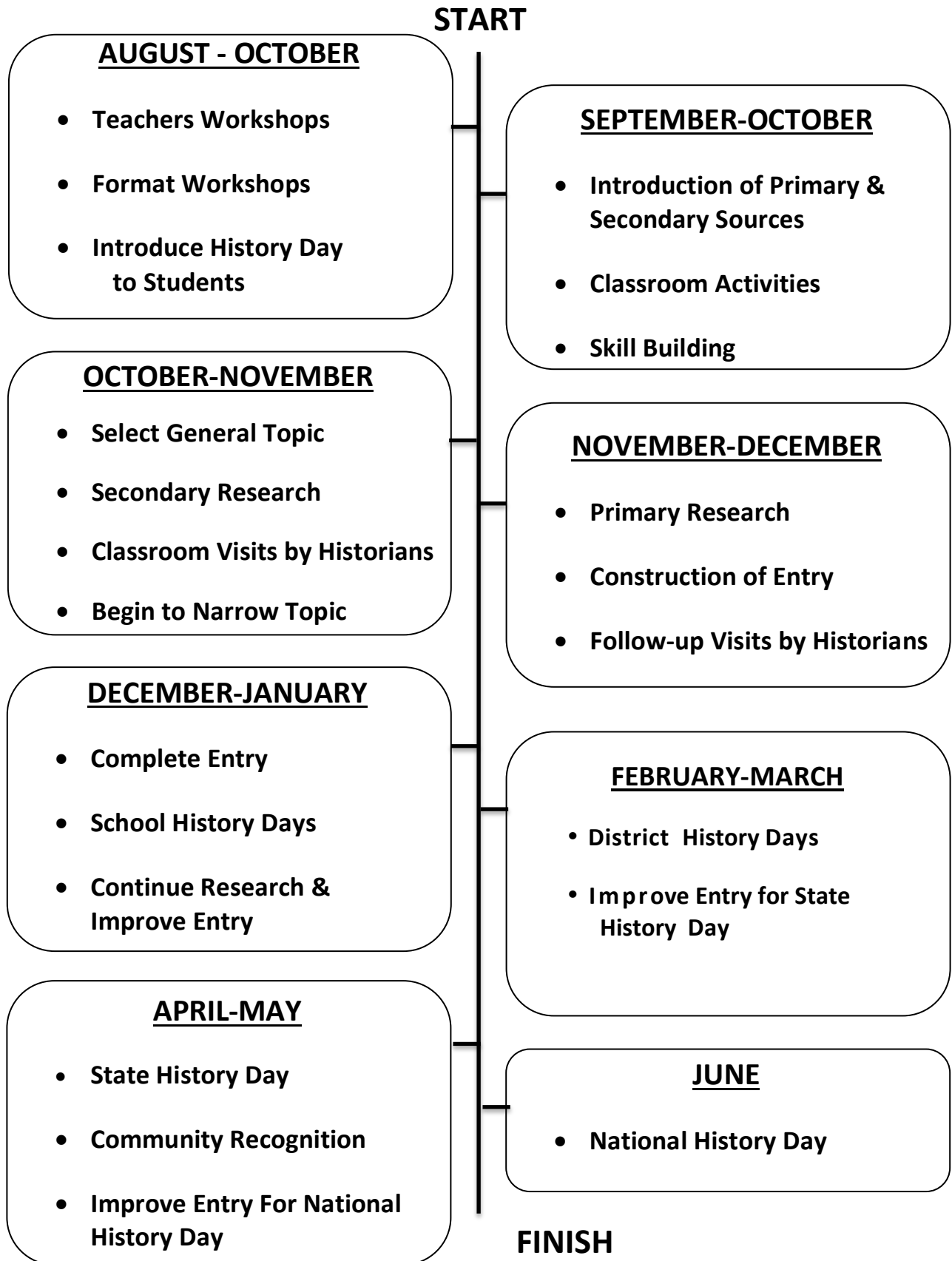
First revised edition published by the Minnesota Historical Society
Education Department and National History Day in Minnesota.
Claire Strom, Tim Hoogland and James P. Smith (editors), 1991

Original version published by the National History Day in Washington
State Executive Committee. Mark Vetter (author), 1990.

ABOUT THIS HANDBOOK...

This handbook has been designed to provide *suggested examples* of strategies and forms to use when employing History Day in the classroom. These materials have been developed by teachers who have had long experience with the program, but should not be considered the *only* approaches to be used. Teachers are encouraged to apply the suggestions in this handbook that suit their school calendar, teaching style, and classroom environment. History Day also welcomes any suggestions you may have on teaching strategies, supplementary materials, handouts, or school programs. Please forward anything you would like to share to the Hawai'i History Day coordinators at the Hawai'i Council for the Humanities office.

SUGGESTED HISTORY DAY TIMELINE



TO OUR TEACHER COLLEAGUES

National History Day is a nationwide co-curricular enrichment program for students in grades 6-12. History Day was created by the history faculty at Case Western Reserve University in Cleveland, Ohio, in 1974 and has grown into a national program with over half a million participants. The goal of History Day is to promote the study of history in schools by offering an exciting enrichment opportunity for students and professional resources for educators.

Students participating in Hawai'i History Day may develop entries in any one of five formats or categories: historical papers (essays), displays, performances, documentaries and websites in three age divisions: Youth (grades 4-5 for demonstration only), Junior (grades 6-8), or Senior (grades 9-12). The theme for each year is set by National History Day and is designed to encourage student research in some aspect of world, national, state or local history.

After developing their entries, students are evaluated by history educators in a series of class, school, or district History Days. Students selected as finalists in these events graduate to the next level and are encouraged to use their evaluations to improve their entries. District finalists progress to the State History Day, which is held in mid-April. First and second place winners at this event are eligible to compete at National History Day held on the University of Maryland campus near Washington, D.C. in June.

Hawai'i History Day is one of the fastest-growing academic enrichment programs in Hawai'i. Participation has grown from 250 students in 1990 to thousands of students in 2011. This growth reflects the commitment of the Hawai'i Council for the Humanities and the Hawai'i State Department of Education to participate in history education statewide. We encourage educators in the social studies and other disciplines to discover the rewards of participating in the Hawai'i History Day program.

History Day promotes excellence in education. It is a program that works. History Day participants gain historical knowledge and skills in research, writing, critical thinking, and communication. Working individually or cooperatively, students learn how to define a historical question, locate source material, take notes, analyze information, and present it in an effective manner. They learn about scholarly devices such as thesis statements, footnotes, and bibliographies.

Developing these skills is challenging but rewarding. The events and public recognition of History Day provides the motivation that keeps students at their intellectual task. District and state History Days are the culminating activities that make the learning process more effective and demonstrate to parents, colleagues, and administrators the achievement of your students.

The public recognition given to those who participate in History Day events communicates to students that our society values historical study and excellence in academic achievement. The History Day process reinforces the educational values and instruction provided by the classroom teacher. The judges at regional, state, and national History Days become part of the instructional team. In addition, students gain new perspectives at these events as they converse and view others' entries. Above all else, the students find that learning is fun as well as intellectually rewarding!

EXCITING HISTORY DAY ANNUAL THEMES

Every year National History Day frames students' research within a historical theme. The theme is chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past. This year's theme is ***Triumph & Tragedy in History***. The intentional selection of the theme for National History Day is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.

The NHD theme provides a focused way to increase student's historical understanding by developing a lens to read history, an organizational structure that helps students place information in the correct context and finally, the ability to see connections over time.

<u>THEME</u>	<u>YEAR</u>
<i>Rights in History</i>	1991
<i>The Seeds of Change: Discovery, Encounter & Exchange in History</i>	1992
<i>Communication in History</i>	1993
<i>Geography in History: People, Places, Time</i>	1994
<i>Conflict and Compromise in History</i>	1995
<i>Taking a Stand in History</i>	1996
<i>Triumph and Tragedy in History</i>	1997
<i>Migrations in History: People, Cultures, Ideas</i>	1998
<i>Science, Technology, Invention in History: Impact, Influence, Change</i>	1999
<i>Turning Points in History: People, Ideas, Events</i>	2000
<i>Frontiers in History</i>	2001
<i>Revolution, Reaction, Reform in History</i>	2002
<i>Rights & Responsibilities in History</i>	2003
<i>Exploration, Encounter, Exchange in History</i>	2004
<i>Communication in History</i>	2005
<i>Taking a Stand in History</i>	2006
<i>Triumph and Tragedy in History</i>	2007
<i>Conflict & Compromise in History:</i>	2008
<i>The Individual in History: Actions & Legacies</i>	2009
<i>Innovation in History: Impact & Change</i>	2010
<i>Debate & Diplomacy in History: Successes, Failures, Consequences</i>	2011
<i>Revolution, Reaction, Reform</i>	2012
<i>Turning Points in History: People, Ideas, Events</i>	2013
<i>Rights & Responsibilities in History</i>	2014
<i>Leadership & Legacy in History</i>	2015
<i>Exploration, Encounter, Exchange in History</i>	2016
<i>Taking a Stand in History</i>	2017
<i>Conflict and Compromise in History</i>	2018

WHY STUDY HISTORY?

History is vital for all citizens in a democracy, because it provides the only avenue we have to reach an understanding of ourselves and of our society, in relation to the human condition over time, and of how some things change and others continue. History is the discipline that can best help us to understand and deal with change, and at the same time to identify the deep continuities that link past and present. Without such understanding, the two foremost aims of American education will not be achieved -- the preparation of all our people for private lives of personal integrity and fulfillment, and their preparation for public life as democratic citizens. Moreover, history provides both framework and illumination for the other humanities. Philosophy, literature, religion and the arts are best studied as they develop over time and in the context of societal evolution. In turn, they greatly enliven and reinforce our grasp of place and moment. History can also reveal the human effects of technological, economic and cultural change, and hence the choices before us. Most obviously, a historical grasp of our common political vision is essential to liberty, equality and justice in our multicultural society. Finally, historical study develops analytical skills, comparative perspectives and modes of critical judgment that promote thoughtful work in any field or career.

HISTORY'S HABITS OF THE MIND

The principal aim of studying history ought to nourish the perspectives and ways of thoughtful judgment. "Doing history" is an active process of learning that allows us to:

- understand the significance of the past to our lives, both private and public, and to our society.
- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and private life.
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the force of the non-rational, the irrational, the accidental, in history and human affairs.
- read widely and critically in order to recognize the difference between fact and conjecture, between evidence & belief, & thereby to frame useful questions.
- acquire at one and the same time a comprehension of diverse cultures and of shared community.
- appreciate the often-tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- prepare to live with uncertainties and realizing that not all problems have solutions.
- understand the relationship between geography and history as a matrix of time and place, and as context for events.
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.

To nurture such habits of thought, narrative history must illuminate vital themes and significant questions, including but reaching beyond the acquisition of useful facts. There must be reasons for remembering certain things, for getting facts straight, for gathering and assessing evidence. "So what?" is a worthy question and it requires an answer. ("Why Study History" and "History's Habits of the Mind" are from *Building a History Curriculum: Guidelines for Teaching History in Schools*, prepared by the Bradley Commission on History in Schools, 1988, and is reprinted with permission by the *National Council for History Education, Inc.* Phone: (216) 835-1776.

MISSION STATEMENT

The History Day program is designed to promote the study of history in schools and to create a higher degree of appreciation for the value of historical thought in the students, educators, and community members who participate. The spirit of History Day is not based upon winning and losing, but on the encouragement of achievement, the recognition of excellence, and the positive critical evaluation of every student participant. Judges and program officials will always be appreciative of student effort, while encouraging academic achievement and the building of positive self-esteem. History Day entries, like history, are evolutionary in nature. It is the goal of the program to empower students with history habits of the mind and with research skills, critical thinking skills, and outlets for creative expression that will enhance their academic abilities in all areas of study.

NATIONAL HISTORY DAY KEY EVALUATION FINDINGS

- **Teaches**...critical thinking, writing and research skills and boosts performance across all subjects.
 - NHD students outperform their non-NHD peers on state standardized tests in multiple subjects, including reading, science and math, as well as social studies.
 - NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
 - NHD has a positive impact among students whose interest in academic subjects may wane in high school.
- **Prepares**...students for college, career and citizenship.
 - NHD students learn 21st century college- and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.
 - NHD students are critical thinkers who can digest, analyze and synthesize information.
- **Inspire**...students to do more than they ever thought they could.
 - Participating in a mandatory History Day program sparked the interest of three students from 'Aiea Intermediate School. They became passionate about creating a historical performance based on their ethnicity and assimilation into American society. Their project was such a success that they were invited to perform their History Day project at several venues outside of the Hawai'i History Day competition. "These three young historians have transformed from being timid students who barely spoke in class to confident performers who cherished their heritage," recounted their teacher.

These key findings come from the independent national study by the San Francisco-based firm Rockman et al, which was released in January 2011.

OVERVIEW OF HISTORY DAY EVENTS

There are up to four levels to Hawai'i History Day: Preliminaries, districts, state and national.

Preliminary History Days:

These events range from small exhibitions within individual classrooms to school-wide fairs. The goal here is to create recognition for the work of all participating students and to select the qualifiers eligible to participate in the district event. In some cases this will include every participating student who has successfully completed a project. The Hawai'i History Day coordinators will determine the number of entries progressing to the district in each category. **Please contact the Hawai'i History Day coordinators at the Hawai'i Council for the Humanities regarding current policy on the number of entries allowed per school.** In this regard, note that Hawai'i History Day does not distinguish between individual and groups entries in display, documentary, performance and website. **Group entries are limited to no more than three students.** Preliminary fairs usually take place one to two weeks prior to the registration deadline for the district event. These fairs provide students with valuable experience on handling the judging process and information for improving their work.

District History Days:

District events are held in February and March. A current schedule of deadlines and History Day events is available online at hihumanities.org. The district fairs are composed from schools within the districts (Central, Hawai'i, Honolulu, Kaua'i, Leeward, Maui, Moloka'i and Windward) designated by the Hawai'i State Department of Education. Private schools, charter schools and home-school projects participate in the public school district in which they are geographically located. At the district events a number of finalists will be selected in each category to move on to Hawai'i State History Day. The number of finalists from each district is determined by the Hawai'i History Day coordinators and is based, in part, upon participation numbers and quality of entries. Again, students are encouraged to improve upon their work prior to the State History Day.

State History Day:

The Hawai'i State History Day is held in April. It takes place on the island of O'ahu. The top two winners in each category are eligible to enter National History Day. After announcing those entries, which will be sent to National History Day through Hawai'i History Day, additional entries eligible to attend National History Day at their own expense will also be announced. Many special awards are made each year for entries in a variety of historical subject areas. For a current list of awards, contact the Hawai'i History Day office.

National History Day:

National History Day is held on the College Park campus of the University of Maryland, just outside Washington, D.C. Over 3,000 students from around the country, its territories and international schools abroad, gather for five days to present their work. In addition to the History Day event, students have opportunities to visit the historic sites in and around Washington. The event is usually held the second week of June. Monetary prizes, scholarships, and special awards are presented to national award winners.

What Questions Does History Day Seek to Answer:

1. How and why do societies change?
2. When societies compete with one another, what makes for success or failure?
3. How does a society cohere, and how do some groups within it gain and retain authority over others?
4. At what point, and why, does political and/or social conflict erupt, and how is it resolved?
5. What are the causes and consequences of economic success?
6. Why does a distinct outlook or "culture" arise in a society, and why does it change?
7. How are the religious beliefs related to political, social, intellectual and economic developments?
8. Are individuals as important as underlying structures in bringing about change?

A brief video that introduces Hawai'i and National History Day to your classes is available. This video and other introductory materials can be used to introduce your students to History Day. If you need additional information or special assistance in this regard, please contact the Hawai'i History Day office (808) 732-5402 x.2.

Historians will concentrate on advising students after they have some general ideas for project topics and are ready to focus on a specific issue or thesis and to investigate research sources. **If you would like a historian to visit your class, please contact the Hawai'i Council for the Humanities to have the Hawai'i History Day program officer make arrangements.**

Two weeks prior to the scheduled visit of the historian, complete the form on the next page and mail to the historian. Teachers are expected to introduce the historian to the class and assist in the interactive session. By being present at the meetings between students and the visiting historian, teachers will be able to provide additional assistance to students and distribute appropriate student handouts from the *Hawai'i History Day Teacher Handbook*.

HAWAI'I HISTORY DAY CLASSROOM VISIT(S) BY HISTORIAN

Note to Teacher: Please indicate the topic for each entry (individual or group of 2-3 students). Copy form as needed. This information will be used by the historian visiting the classroom to prepare background information on particular areas of interest. Please fill out and return directly to HCH at least one week prior to the scheduled visit.

Date: _____ Grade(s): _____

Teacher: _____ School: _____

Phone: _____ Email: _____

Historian: _____

(Requested, if known; HCH will find an alternative if the historian you requested is unavailable.)

Students (s)	Topic	Scholar Comments
1) _____		
2) _____		
3) _____		
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1) _____		
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• **Note to Historian:** When finished with your classroom visit(s), please return this form to the Hawai'i History Day Office (c/o Hawai'i Council for the Humanities, 3599 Wai'ala'e Avenue, Room 25, Honolulu, HI 96816), by fax at (808) 732-5402 x.2 or email at historyday@hihumanities.org.

STARTING A SCHOOL HISTORY DAY

Starting a school History Day is one of the best ways to encourage a History Day program. The school event can raise student, parent, and administrator awareness and excitement for history. It will give the student an opportunity to experience History Day rules and judging while on familiar ground, and also provide them with the guidelines and time necessary to improve their entries for the district fair. A school History Day is an excellent way to show, publicly, the school in a positive manner and to demonstrate achievement.

The following are intended as guidelines to help teachers with preparing a school History Day. These guidelines should not be viewed as the best or only ways to institute a school History Day. Teachers are also encouraged to evaluate their class History Day projects prior to school or district fairs. However, a school event should include as many qualified entries as is practical to allow students a chance to compare their entries with those of their fellow students. At all levels, it is vital to give strong encouragement to the students for their hard work and to provide **informed** feedback on their historical research and interpretation. Whenever possible, it is valuable to have professional historians from museums, historical societies, and secondary and post-secondary schools involved in this process.

1. **Contact the Hawai'i History Day program officer (see page 1).** Let him/her know that you want to start a school History Day. You will be provided with copies of the judging criteria, the number of entries that should graduate to the District History Day, and other useful ideas and advice. In general, Hawai'i History Day limits district participation in any one format: historical paper; display; documentary; performance; website. Junior and Senior divisions may both send the approved number of entries per format (please see note below) and are judged separately. Hawai'i History Day should approve any exceptions to this policy in advance.

2. **Set the date of your School History Day early.** School calendars fill quickly. See the administration early to discuss the program and possible dates. When picking a date, remember to coordinate it with the District event. You will want to give your students enough time to improve their projects as a result of the evaluations they will receive. *Please Note that District History Day entry registration forms and historical papers are due two to three weeks earlier than the district and state events.

3. **Secure independent judges early.** It is important, especially if awards are given, to try and solicit judges from outside the school. Historical societies and teachers from other districts or schools are possible sources. Make sure to send the History Day rules and judging criteria to the judges early, and to have more judges than you think you will need. Many schools conduct their History Days totally "in-house" by using faculty colleagues and administrators as judges.

4. **Publicize your School History Day.** To promote awareness of the school History Day, contact the local documentary several weeks before the event. The school newspaper and district newsletter may also want to print stories about the event. School History Days are also excellent opportunities to demonstrate the value of History Day to local PTAs and other parent groups. Be sure to follow up on the progress of students who advance to the district and state History Days.

5. **Outside Assistance.** The more the school can involve the community, the better the chance for success. Historical Societies, civic organizations, and businesses may be willing to provide resources for awards, judges' expenses, etc. Remember, it is very important to acknowledge, publicly, any support received.

*Note: The current Hawai'i History Day policy is to limit each participating school to a certain amount of entries per category. A school fair may be necessary in order to accommodate these limits. Please contact the Hawai'i History Day State Coordinator if you have any questions.

Junior (grades 6-8) and Senior Division (grades 9-12):

Historical Paper (Essay) – up to 10 per school per division

Display – up to 10 per school per division or 10% if number of displays exceed 100

Performance – up to 10 per school per division

Documentary – up to 10 per school per division

Website – up to 10 per school per division or 10% if number of websites exceed 100

Youth Division (grades 4-5):

Historical Paper (Essay) – up to 5 per school

Display – up to 10 per school

Performance – up to 5 per school

Documentary – up to 5 per school

Website – up to 5 per school

DETAILS ON DISTRICT, STATE AND NATIONAL HISTORY DAYS

Entry registration prior to district History Days: Each project participating in a district History Day must complete the online registration process by the posted deadline. The exact due date can be found online at hihumanities.org under Contest Info. Each student and teacher needs to register online, directions can be found online at <https://hawaiihistoryday.hihumanities.org/registration/>.

All papers and website submissions are due electronically by the posted deadline. Papers are due in PDF form via email and websites are due online within the online registration process. Please go to <https://hawaiihistoryday.hihumanities.org/registration/> to find the paper and website submission directions.

Reminders: A historical research paper must be done by an individual student while display, documentary, performance and website projects may be done by either an individual or by a group of up to three students.

Each school is limited to a certain amount of entries in each format category for the junior and for the senior division. Entries that registered in one format category and that show up at the district event in another format risk being ineligible for the state or national History Day.

The timely submission of registration online with correct information is crucial since they are used to secure the required number of judges for each format category, set student interview times, obtain adequate facilities at the district site, prepare project judging forms and tally lists, and make student and teacher name tags. Online registration is also required for State History Day. Hawai'i History Day will contact teachers to confirm the projects qualifying for State History Day and whether the students involved will be attending the state event.

Specific date, time and place of each district or State History Day: This information will be online at hihumanities.org under Contest Info. District events are held on Saturdays in February and March. They usually begin at 7:30 a.m. with registration and the set-up of display projects, followed by an 8:30 a.m. orientation session, and end around 3 p.m., after the run-offs and announcement of qualifiers for State History Day and other awards. Participants at district events usually bring their own snack and lunches. Concern has been expressed about students having too much free time during the district or state events.

Hawai'i History Day asks teachers for their assistance in encouraging or requiring that their students attend documentary and performance presentations or view displays and historical papers during their free time so that they can learn from other student entries. LEARNING ABOUT HISTORY AND GAINING THE CRITICAL THINKING SKILLS NECESSARY FOR EVALUATING HISTORICAL INTERPRETATIONS ARE THE PRIMARY GOALS OF HAWAI'I HISTORY DAY. The district and state History Days are learning opportunities for students. **The competitive aspects of the district and state events are secondary.**

State History Day is held on a Saturday in April. Lunch and Snacks will be for sale, please note that no refreshments will be served.

Neighbor Island travel to State History Day in Honolulu: Hawai'i History Day asks teachers or district organizers to arrange flights, which the Hawai'i Council for the Humanities office will reimburse (for students and official teacher chaperones only). Contact the HCH office regarding ground transportation.

Student interviews: Unless otherwise announced, interviews of students will last five minutes. Although interviews do not count in the evaluation of the projects, they are vital parts of the learning process. **Students must be interviewed in order for their projects to be eligible for participation in State or National History Day.** At least one student of a registered project must be present for the scheduled interview with judges. Students should be aware of this requirement and make appropriate schedule adjustments to avoid missing the interview. If informed at the time registration forms are submitted, Hawai'i History Day *may* be able to schedule interviews early in the morning or closer to mid-day to help students with conflicting activities.

When students register at the district or state events, the interview time and place will be designated on their nametags. Student names and interview times are also posted outside of the rooms where their interview will take place. Students with research papers or displays should be outside their interview rooms or in front of their displays at least fifteen minutes before their scheduled interviews. Students with performance or documentary projects should be at the assigned rooms at least thirty minutes prior to their scheduled presentations (interviews will take place immediately following each presentation). The timer in the room will call students five minutes before their scheduled presentations. They will have five minutes to set up, ten minutes to give their presentation, five minutes to take down, and five minutes for the interview. While the interview is taking place, the next project will be setting-up.

Judging and run-offs: At the district and state events, judge teams of two or three persons are assigned to review entries in each format category and division (such as junior papers, senior papers, junior displays, etc.). To the extent possible, entries from each school are distributed among different judge teams. Each judge team nominates one or two of its most qualified entries for a run-off for that category. Students with performance or documentary projects in the run-offs must give their presentation once more, but **there will be no interviews in the run-offs for any category.** A group of run-off judges will then select the qualifiers for the state event and the first, second and third place entries at State History Day. At the state event, Hawai'i History Day will announce those projects that are eligible to attend National History Day.

Because Hawai'i History Day is primarily concerned about the learning of history and not the competition among entries, the judges are asked to provide, for the benefit of each student entrant, detailed comments about the thesis, historical information and conclusions of the project, and about the thinking process reflected in the entry.

The completed judging forms are sent to teachers after the district and state events to return to students. Students must keep track of these forms since the Hawai'i History Day office retains no copies and lost forms cannot be replaced. **Students who advance to the state and national events, should review these comments and are encouraged to revise their entries as may be appropriate.**

Teachers should inform students that, although judges may correct spelling or grammar for an entry, the primary judging criteria involve the historical quality of the project. Comments on grammar, spelling and presentational quality make up only a small proportion of the final evaluation. It is also important to remember that judges are often better able to offer constructive criticism and advice for projects that are of relatively higher quality. Therefore, students should not consider the presence of extensive critical comments as a negative evaluation. On the contrary, often it indicates that the project is an exciting one that holds much promise for further historical examination and interpretation.

National History Day: Students whose projects are eligible for participation at National History Day attend a short meeting that is held immediately after the awards program at State History Day. At the meeting, they will receive a packet containing travel information for the national event. A group travel plan will be available, including official teacher chaperones, or students may choose to travel on their own (with a parent or guardian). Teachers should complete the appropriate travel and parent consent forms required by the Hawai'i State Department of Education or their schools and submit them to the proper office.

Teacher selection for travel to National History Day: The following criteria or priorities will be used in selecting teachers as official chaperones for travel to National History Day:

- 1) The quality and number of student history day projects that a teacher has helped coordinate.
- 2) Service by a teacher to Hawai'i History Day, such as at district and/or school history days.
- 3) Teachers who have encouraged and assisted a broad range of students to participate in Hawai'i History Day.
- 4) Teachers who have incorporated ideas from history day into the classroom, including lesson plans that stress working with primary sources and history's "habits of the mind" (page A 4).
- 5) Teachers who have not yet had an opportunity to travel to National History Day.
- 6) Willingness by a teacher to accept the responsibilities listed in the next section.

Final selection will be made by Hawai'i History Day. Nominations or self-nominations are welcome.

Teacher responsibilities at National History Day: Teachers selected to accompany students to National History Day will have the following responsibilities:

- 1) Chaperone Hawai'i students.
- 2) Be a judge or helper at National History Day.
- 3) Possibly attend a workshop on the following year's theme.
- 4) Report on the National History Day experience.
- 5) Be the Hawai'i History Day point person in her/his school (if no one else is assigned).
- 6) If called upon, make presentations at Hawai'i History Day institutes and workshops for teachers and students.

Parent/public involvement: Parents and the public are welcome at the district and state events to observe the hard work and accomplishments of their children and students.

HISTORY DAY LEARNER OUTCOMES

In "doing history" information and inquiry are interrelated. As we gain information, we are able to ask new questions that lead to further inquiry. This often yields new information that in turn leads to new inquiry. History Day requires the students to master many skills.

Through participation in History Day the student will:

Demonstrate understanding of history by creating a History Day entry on a specific topic and understanding its relationship to other events and significant themes and questions in history.

Develop and use skills involved in critical thinking in these areas:

Comprehension

- identifying events in sequence
- discriminating between facts and opinions
- recognizing cause and effect
- drawing inferences and reaching conclusions
- recognizing attitudes and emotions
- defining a thesis and interpreting its significance

Decision Making

- develop objectivity & open-mindedness
- defining problems
- considering alternatives
- drawing conclusions
- clarifying values
- develop empathy and fair-mindedness

Develop and use creative ways to solve problems by:

- identifying the central problem
- locating sources of information and evaluating their reliability
- organizing, analyzing, and interpreting information
- using information to test hypotheses, draw conclusions, and offer solutions

Use library resources effectively by:

- organizing and classifying related facts
- using primary and secondary sources
- using the dictionary, map atlas, and almanac
- skimming for information
- using a glossary and an index
- developing work and study skills

Place his/her project in an historical context by finding out what happened before and after his/her topic. History Day projects allow students to recognize and avoid the trap of "presentism" (projecting contemporary standards and ideas on the world view of the past) while looking for the origins of ways of thinking about people and events that shaped our modern world or from which we can learn about societies and cultures of the past.

Present a balanced interpretation by critical use of available resources.

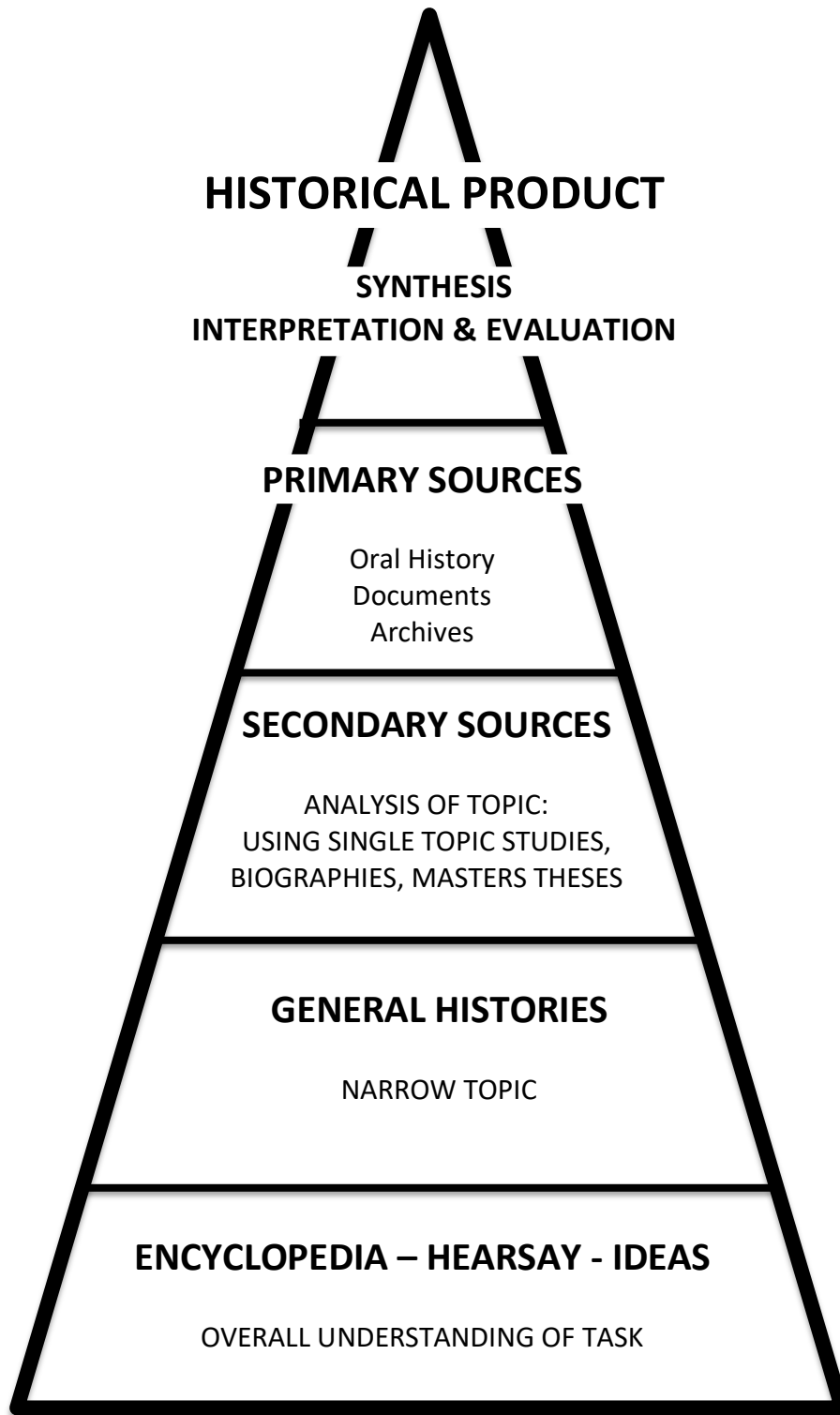
Demonstrate an understanding of writing mechanics by:

- using clear, grammatical, and correctly spelled written material
- building an annotated bibliography
- outlining the topic's presentation
- learning effective essay/paragraph writing

Develop personal and interpersonal skills by:

- taking responsibility for completing an assignment
- learning to work with others as a team to produce an entry
- planning an efficient method of time management for independent study
- working on methods of presenting information in an effective manner

THE HISTORY DAY RESEARCH JOURNEY



THE BEGINNING – SELECTING TOPICS

Research should begin with the students selecting a general topical area, and narrowing their topic. In choosing a topic:

1. Make sure it fits the theme. Consult with your teacher or History Day coordinators.
2. The topic should be narrow enough to be researched thoroughly in the time available.
3. The topic should be significant. The students should be able to explain why it is important for everyone to know about this topic. Topics in local history often have significance beyond their locality. They illustrate something about the human condition in general, or are helpful to symbolize a problem of wider significance.
4. To ensure a topic fits the yearly theme, answer the following question: “The topic is related to (the theme) because?”

The Research

What Are Sources?

Documents, buildings, people, recordings or any other provider of information used to interpret a topic are *sources*. It is your job to select the most valuable and important sources for your research. A long list of sources is not valuable unless the historian uses them to explain a point of view. Use your sources to interpret how and why events occurred. Don't assume that your sources contain the “truth” about an event. Historians need to be skeptical of information provided. Why was a book written? What was the purpose of the information? Remember, the interpretation of history and descriptions of events depend upon the individual. Determine the reason any source was created or its purpose. This will help you make critical use of the information you gather in your research.

Primary Sources

Archival documents, manuscript collections, diaries, personal collections, and photographs are all primary sources. So are newspaper, magazine, or journal articles of the era if they are first hand accounts written or taken at the time of the event. A primary source is information created by the event, or in the process of the event. The writer must be an eyewitness or participant in the event.

Secondary Sources

Books, articles, interviews, media productions or any other historical source that seek to explain and interpret an event after the fact are all secondary sources. The writer is not an eyewitness to, or a participant in, the event.

Example Sources	Classification
Newspaper articles of the era	Primary
Magazine/journal articles of era (if written by an author who witnessed the event/must have author by-line)	Primary
Autobiographies	Primary
Authorized biographies	Secondary (Because it was probably written with the intent to influence history.)
Manuscript collections	Primary
Archival documents	Primary
History books, articles or textbooks	Secondary

COLLECTING SOURCES



Information may be found in many unlikely places. The first place to start is the school or local library. Once local sources have been exhausted and the topic narrowed, there are many ways to gather information.

Research is like detective work. Good detectives are always looking for clues to help them answer questions. Your History Day topic is like a mystery needing to be solved. As a historical detective you will need to gather information and ask questions in order to draw conclusions. You may be surprised where you find your best information. The key is to keep looking and finding new sources of information on your topic.

Primary sources may be found in:¹

- Archives
- Museums
- Historical societies
- Attics/personal collections
- Churches
- On microfiche and microfilm in major libraries
- Recorded oral history interviews
- Governmental offices
- Corporations/businesses
- Interviews

SPECIFIC SOURCES

Please go to hihumanities.org under Teacher's Lounge you will find a list of Primary Resources in Hawai'i, places where you will be able to find source material for your project. In most cases librarians will not be able to answer specific questions about your topic over the phone. The online list includes information about library hours, locations, parking, reference staff times, any special rules for users, and whether this would be the best place to find information about your topic.

Remember -- books are not your only possible sources. Try using interviews, letters, artifacts, photographs, films, and videos.

GETTING STARTED ON RESEARCH

To succeed in solving your History Day “case,” you are going to become a detective. The old-fashioned, pre-CSI kind of detective, digging for information to solve the mystery of your target event or person.

The tested strategy is to think of something in the target person’s life or a part of your event that would be recorded, would make news, would be noticed by others. Each file, story, record, article you find is a clue; each clue may lead to another. A general biography tells you the person served in the Army >> you search military records. Military records tell you he was buried in San Diego >> you search San Diego newspapers and find an obituary. ¹The obituary mentions he worked as a carpenter after the Korean War. You look at the Carpenter’s Union web site, find their telephone number. You phone and ask if he was a union member >> you find out. . . .

HOW TO START

Your first thought is to jump on the web and look at **Wikipedia**. If you do, treat Wikipedia articles only as background. Read carefully and be cautious. Remember, no one is sure who wrote the Wikipedia article. Did the writer have a point of view? Did they leave out information that didn’t support that point of view? Did they add information to make the story sound better? Go to the bottom of the article and see if sources are cited. Can you find those sources? Who wrote those articles? When? Does the source article have sources?

Google Scholar <http://scholar.google.com/> lets you quick start a search of scholarly literature across topics and sources. The search looks at materials from academic publishers, professional societies, universities and other scholarly groups. If the search leads to a document controlled by “JSTOR” you can access the article through the Hawaii State Library databases (see below).

Libraries and other places to dig up information:

A good place to start your History Day project is at your school library.

Libraries have online **catalogs** of books and serials (what librarians call magazines) so you can plan your trip and make good use of your time. They also have databases and indices that will help you find information on your project topic. The two major, statewide library systems in Hawai’i are the Hawai’i State Library and the University of Hawai’i Library.

Hawai’i State Library

You’ll want to know where your own neighborhood library is located.

At the **Hawai’i State Library** (HSL) web site <http://www.librarieshawaii.org/>

Click on Locations <http://librarieshawaii.org/locations/index.htm>

Look for your Island, then a city or place name near your house.

When you click on a library’s name it takes you to a page with phone number, address, and hours for that library and a map option showing where the library is located.

You need a library card to check out books and use many on-line databases, but **without a card** you can look at the catalog and you can read books inside the Library. For information about getting a card go to <http://librarieshawaii.org>. You need a parent’s permission to get a library card.

¹ An obituary is a short biography written after a person’s death, usually published in a newspaper in a city where the person was known or a magazine of interest to people who would have know the deceased (examples: a union newsletter, scientific journal).

Public libraries have a **reference desk** in addition to the counter where you check out books. Ask the reference librarian for help. At your neighborhood library or school library ask the librarian if there is a **bibliography** on your topic. A bibliography is a recommended reading list on a topic (example: "Pearl Harbor"). At <http://librarieshawaii.org> some Hawai'i State Library (HSL) bibliographies are online with HSL catalog numbers for each book. Topics range widely. "Labor In Hawai'i" for example may lead to some discussions of debate and diplomacy in labor.

Look for books or **encyclopedia articles on the general subject** you're researching. These books tell you what is generally known about your subject.

The author of a book or article on the general topic has done research for you!

Find the list of sources or bibliography at the end of the book or article

This list tells you where the author of the book got the information to write the book or article.

Try to find some of those books, articles, or primary sources in the library catalog. Some of those books / articles may also have bibliographies. Keep following the sources of each book/article until you get as many primary or first person stories as you can.

****** If the general book has NO bibliography or list of sources you want to notice that and be cautious and evaluate what is written there.

On the web the **Hawai'i State Library** has a **catalog, databases, and indices**.

Online Catalog <http://ipac1.librarieshawaii.org/#focus>

You can see catalog records of the books in all the libraries in the state. Without charge, you can order any book sent to your neighborhood library where you can check the books out.

When you find a book remember to **start your bibliography** by copying and pasting the key information from the catalog entry into a document on your computer. If you aren't able to copy & store the catalog information, print it out or record the information on a piece of paper using a pen or pencil.

It is also a good idea to keep track of places, books, web sites you looked at but did not provide useful information. You don't want to forget and go back to the same place again.

Databases (Electronic Subscriptions) <http://72.253.70.39/serials/databases.html>

The Hawai'i State Library has access to approximately 50 databases, journals, newspaper indices, and a ton of other sources on many topics. Some are directed at students. A few databases only work if you are **IN** the public library (example: MarciveWeb DOCS). A few only allow one user system-wide at a time (this has to do with how much the State Library paid for the use of the database). If you are told "not now," try later. Most databases need a library card number to connect to them. Examples include Academic Search Premier and JSTOR.

For more on "Getting Started on Research" go to hihumanities.org under Teacher Resources.

By: Anita Manning

2 Reference books, and non-book items like microfilm and bound magazines are not eligible to be lent library to library.

WORKING WITH PRIMARY DOCUMENTS

Documents -- diaries, letters, drawings and memoirs -- created by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey. The use of primary sources exposes students to important historical concepts. Students become aware that all written history reflects an author's interpretation of past events, that historians are explorers of evidence and not purveyors of absolute truth, and that there are alternative interpretations of history. Through primary sources the students directly touch the lives of people of the past. Further, as students use primary sources, they develop important analytical skills. To many students, history is seen as a series of facts, dates and events usually packaged as a textbook. The use of primary sources can change this view.

Through primary sources students confront two essential facts in studying history. First, the record of historical events reflects the personal, social, political or economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and the social environments in which they live. As students use these sources, they realize that history exists through interpretation -- and tentative interpretation at that.

Primary sources fascinate students because they are real and they are personal. Using original sources, students become involved with the lives of the people about whom history is written. They participate in human emotions and in the values and attitudes of the past. These human expressions provide history with color and excitement and link students directly to its cast of characters.

Interpreting historical sources helps students analyze and evaluate contemporary sources -- newspaper reports, television and radio programs, and advertisements. By using primary sources students learn to recognize how a point of view and a bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among the skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society.

Perhaps best of all, by using primary sources students will participate in the process of history. They will debate with teachers and classmates about the interpretation of the sources. They will challenge other's conclusions and seek out evidence to support their own. The classroom will become a lively arena in which students test and apply important analytical skills.

(Adapted from "History in the Raw" by Mary Alexander, CeCe Byers and Elsie Freivogel. Social Education, November-December 1979, pp. 563-4.)

GUIDELINES FOR USING PRIMARY SOURCES

1. Work directly with the document (or other primary source).
 - What type of document is this?
 - Who created the document? And why?
 - What is the date of the document?
 - What point of view does it reflect?
2. Become an historian and examine the document as a tool to understanding its time period.
3. Establish the broader historical purpose and context of the document.
 - What were other events or conditions at the same time that could have affected the reading or writing of the document?
 - Who benefited, directly or indirectly, from the policy reflected in the document?
 - Was there an implicit, or hidden agenda, behind this document?
4. Relate the document to larger issues or concepts to establish possible interpretations.
 - What does the existence of this document say about whoever created it?
 - What does the existence of this document say about whoever saved it?
 - What does the existence of this document say about life in this era?
5. Determine what personal effects or reactions the document has for you.
 - Can you detect any confusing or ambiguous terms or bias in this document?
6. Decide how the document relates to the History Day theme and to your project topic.
7. Determine what is usable in the document.
8. Use documents to raise questions for further research.

THE DIFFERENCE BETWEEN PRIMARY AND SECONDARY SOURCES

As students focus in on their topics and project formats, they will be doing the fundamental task of researching materials and information. One of the most important skills learned in doing this research, and utilizing it in a history day project, is working with primary sources. Students need to understand the importance of primary sources, and how they differ from secondary sources. The ability to locate and work with primary sources is often the difference between a good project and a great one. It is also often the dividing line between students who simply finish an assigned project and those who are excited, inspired and enthusiastic about their historical research. Working with primary sources is the most fulfilling aspect of history. It is where you are as the historian can reach back and touch another person or community. It is the means to connect with the stories, the passions, the tragedies and the beauty of those who lived before us.

Definition and Examples of Primary and Secondary Sources. Quite simply, a primary source is one that reflects a voice from the time period being researched. It is evidence from that time period, giving the historian a glimpse of the ideas, emotions and experiences of the people from that time period, those who lived through the event(s) being researched. Examples of primary sources can be broken down into the bureaucratic and the personal. Bureaucratic information includes such things as census reports, economic figures, statistics, charts and old maps that are from that time period. Laws and government documents are often invaluable in helping one understand the larger concerns and experiences of a community. Even more intriguing are the primary sources, which give the historian a chance to hear individual voices. Diaries, letters, essays, speeches, editorials to newspapers of the time, recordings, video and movie footage, and still pictures are all examples. An autobiography of a person who was involved or witnessed an event being discussed is often a rich source for a first hand account. Conducting a survey, or series of interviews, with people who were part of the event are also creative and exciting ways to get first hand, primary information for your analysis and project. A secondary source is one that contains information, evaluation and conclusions by someone looking back, and telling the story and drawing conclusions. The most common type of secondary source is an historical work describing and evaluating an event or period. It is not primary because the author wasn't there. History books, textbooks, encyclopedias, current newspaper and magazine assessments are examples of secondary sources. A biography of a key individual would be a secondary source, since it reflects the work and ideas of a person to recreate a life or experience.

Use of Primary and Secondary Sources. When tackling a project, it clearly makes sense to start with secondary sources. These more general references give the student an understanding of the larger story, the key events and players, and an idea about the importance of an event, person or idea. Using secondary sources, a student can begin to go beyond understanding what happened and when, and begin answering the exciting questions of why things happened, and the significant effects of events and ideas. After a student has gotten an overview of a time period or event, then (s)he should dig deeper into the primary materials for a richer, more complete and more personal understanding of events, causes and effects. Working with primary materials such as diaries and editorials allows the student to move beyond general, more distant descriptions and analysis, and to really hear voices from the past. Analysis of primary materials also enables more interesting and sophisticated assessment of the evidence. Conclusions based on analysis of primary materials are more compelling and persuasive than statements made solely on secondary sources. If you only use the material from a secondary source, you are in essence simply repeating/borrowing/building on the ideas and conclusions of someone else. It is more exciting and ultimately more personal for the student-historian to work with primary materials. Primary sources help you to reach through the past and make a connection with others. Students have the opportunity to offer their insights, rather than repeating the conclusions of others. Working with primary sources is like working with raw materials -- there is much greater opportunity for creativity, personal insight and involvement.

By Cynthia Smith, historian at Honolulu Community College and a coordinator for Hawai'i History Day.

INCORPORATING PRIMARY AND SECONDARY SOURCES INTO A HISTORY DAY PROJECT

- Be sure if you do a great deal of primary research that it shows in your final project. It is good to have an impressive annotated bibliography that shows a balance between secondary material and primary sources. However, if the information you gathered in this research is not clearly incorporated into your project, that research effort is wasted. For example, if you are doing a display project and have read letters and diaries expressing the ideas of participants, then those voices should be on the display board. Include stirring quotes on the board, and remember, direct quotes (primary sources) are not counted in your 500-word limit. It is usually much more powerful to let those who were part of the history tell the story in their own words in your project, whether it be performance, display, documentary or essay.
- On the other hand, do not simply use primary materials just because you have them. Don't use historical photographs that may be neat but are not really related to your thesis and the flow of your argument in your display or documentary. You are using primary material to tell a story, and to support a thesis. Make sure that any material, primary or secondary, is part of your story, and helps to prove your conclusion.
- Do not "pad" your bibliography with page after page of primary and secondary sources that are only indirectly related to your project. Buried somewhere in the middle is the heart of your research. A judge may give up on finding the key sources that helped you develop a thesis and come to your conclusion. Use the annotation to give weight and significance to your research. You need not include works that "got you started" but are not relevant to your final project. Begin your bibliography with your most important research: that show how you developed and support your thesis, were most "moving" and gave you the greatest empathy into the period, and gave you the greatest insight into understanding the past and its significance. In this way, judges will be reassured that your project is backed by solid and convincing historical research and interpretation. "More" is not necessarily "better." Many bibliographies are too long and list-like to be effective indicators of your research and historical thinking.
- Be creative in pursuing primary sources. Read autobiographies for quotes. Look at the bibliographies of the secondary sources you are using for specific works to look for. Use the Internet and email to contact archives and different libraries. Anthologies or collections are often a good source -- for example collections of letters and anthologies of speeches or documents.
- Be very clear on the difference between a primary and secondary source. An interview with an historian is not a primary source if that person was not there. Interviewing someone who was involved in the event, however, is a primary source. Similarly, a newspaper article from two years ago about WWII is not a primary source, it is a backward look by a secondary source. However, an article from a newspaper from the time period can be used as a primary source, to see how the news media at the time dealt with the issue or to see what people at the time were feeling in the editorial page. A common problem in history day projects is students who use interviews and newspaper articles as primary sources without making that distinction.
- You need a blend of both kinds of research for a strong, interesting and persuasive project. Secondary material helps you to understand the issues and to formulate opinions regarding causes and significance. Working with primary material then helps to establish an even deeper understanding and connection to the people and events. At the end of this journey, you will have discovered the joy of an historian, the excitement of understanding another people and another time. You will have had the opportunity to come to your own conclusions and to present them to others. You will have contributed to the continual task of better understanding where we have come from and where we are going in this unfolding human story.

By Cynthia Smith, historian at Honolulu Community College and a coordinator for Hawai'i History Day.

GETTING PERMISSION TO USE PRIMARY SOURCES

PHOTOGRAPHS AND DOCUMENTS: All History Day entries should identify the sources of their research in an annotated bibliography. When photographs, documents, archival film footage or other visual materials are integrated into a project -- such as a photograph or reproduction of a document appearing in a display project or a slide or VHS version of such materials -- they must be noted in the bibliography. Permission to use these materials should also be sought. In the case of printed books, permission for use of illustrations and other graphic images in "educational projects," such as History Day, may be sought by the publisher. In the case of photographs, artifacts, documents (including letters, journals, and personal papers) and related visual materials, students should obtain permission from the owner or repository where the item was obtained. In the case of archives or library collections, there are usually policies governing the use and reproduction of materials, which may vary with the type of material. In some cases, materials may be in the public domain (meaning that they can be used by anyone without formal permission); in other cases there is ownership of use by an individual or group. A simple release form appears on page B-8 of this handbook and may be used to obtain general permission to use a visual or sound recording. Although it is a legal requirement to obey copyright and ownership rights, the primary concern of Hawai'i History Day is one of intellectual honesty -- of crediting a source and acknowledging original work. Hawai'i History Day will generally accept a "good faith" effort on the part of students to comply with the spirit of this requirement. Students should keep in mind, however, that at National History Day the policy of proper acknowledgment may be more strictly enforced.

ORAL HISTORY INTERVIEWS: The oral transmission of information and tradition is as old as civilization itself. However, oral history, which is defined as "the gathering and dissemination of historical data through pre-planned interviews with individuals who have first-hand knowledge about their life experiences, places they have seen, people they have met, and events they have witnessed" is a relatively new and untapped field. Oral history is more than merely turning on a tape recorder and asking Grandpa to "talk story." Careful planning and research are basic elements of a successful interview. The first step is to ask yourself who you want to interview and why. The second step is to research your topic and to study, carefully, the historical events that affected your interviewee's life. Finally, an important step in preparing for the recorded interview is the unrecorded pre-interview, which can be used to establish good rapport between the student(s) and the interviewee and to ask the person basic biographical information that can be used in planning questions for the actual recorded interview.

It is a good idea to transcribe all oral history tapes. The transcript can then be checked and edited for accuracy, clarity and readability. Verify statements, dates names and spellings. Delete unnecessary words and statements that may confuse the reader. After editing, take a clean, retyped copy of the transcript to your interviewee. At this time, review questionable statements and ask his or her assistance in clarifying ambiguous responses. When your interviewee is ready to return the transcript to you, have him or her sign a legal agreement or contract (see page B-9) that allows the use of the interview by the student(s) in a History Day project. This agreement is written evidence that your interviewee understands the purpose of the project. The agreement should be simple and easy to read, avoiding complex and legalistic language. The agreement is intended to give you flexibility in your use of the interview while protecting your interviewee's rights against abuse and unwanted exploitation.

The oral history process briefly described above is a sometimes tedious, time-consuming one. But, if done properly, oral histories can produce results of great educational and historical value for generations. Historical propositions are only as valid as the evidence they are founded on. They may be supported by corroborative evidence, modified by new evidence, or rejected by negative evidence. Although oral history interviews can support, modify or reject historical propositions, they must be conducted and utilized with great care and circumspection, since they rely on memory, which is selective and at times inaccurate. Researchers using oral histories must corroborate statements made by interviewees before quoting them as fact.

(The above suggestions and comments regarding the conducting of oral interview are adapted from an article by Warren Nishimoto, director of the Center for Oral History at the University of Hawai'i.)

HAWAI'I HISTORY DAY RELEASE FORM DOCUMENTS, PHOTOGRAPHS AND OTHER VISUAL MATERILS

In order to preserve and make available the history of Hawai'i, America or the world for present and future generations, I hereby grant the following students permission to reproduce and use in the development of a History Day project (historical paper, display, documentary, performance, or website) the following items. I understand that the Hawai'i History Day program may make use of excerpts or images from completed projects for publicizing and promoting History Day (including television, radio and print media). I accept that there will be no remuneration for my donation and that neither Hawai'i History Day nor the students are responsible for any expense or liability incurred as a result of my participation in this program.

Description of Items (photograph, film footage or video/film program, artifact, sound recording, etc.)

Permission is hereby granted to use the above item(s) in a History Day project by

Name of donor (print)

Signature of donor

Institutional affiliation (if any)

Address

Date of signature

Phone number

Signature of History Day Student(s) _____

School of Students _____

HAWAI'I HISTORY DAY RELEASE FORM ORAL HISTORY INTERVIEWS

In order to preserve and make available the history of Hawai'i, America or the world for present and future generations, I hereby grant the following students permission to reproduce and use in the development of a History Day project (historical paper, display, documentary, performance, or website) the following oral history interviews and information. I understand that the Hawai'i History Day program may make use of excerpts or images from completed projects for publicizing and promoting History Day (including television, radio and print media). I give as a donation all my rights, title and interest and accept that there will be no remuneration for my donation and that neither Hawai'i History Day nor the students are responsible for any expense or liability incurred as a result of my participation in this program.

Tape(s) and edited transcripts
of interviews recorded on

Biographical data sheet dated

Notes of untapped interviews dated

NAME OF INTERVIEWEE

SIGNATURE OF INTERVIEWEE

ADDRESS

DATE OF SIGNATURE

PHONE NUMBER

SIGNATURE OF HISTORY DAY STUDENT(S)

SCHOOL OF STUDENTS

WRITTEN DOCUMENT ANALYSIS WORKSHEET

1. TYPE OF DOCUMENT (CHECK ONE):

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> NEWSPAPER | <input type="checkbox"/> MAP | <input type="checkbox"/> ADVERTISEMENT |
| <input type="checkbox"/> LETTER | <input type="checkbox"/> TELEGRAM | <input type="checkbox"/> GOVERNMENT DOCUMENT |
| <input type="checkbox"/> PATENT | <input type="checkbox"/> PRESS RELEASE | <input type="checkbox"/> CENSUS REPORT |
| <input type="checkbox"/> MEMORANDUM | <input type="checkbox"/> REPORT | <input type="checkbox"/> OTHER _____ |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (CHECK ONE OR MORE):

- | | |
|---|---|
| <input type="checkbox"/> INTERESTING LETTERHEAD | <input type="checkbox"/> NOTATIONS |
| <input type="checkbox"/> HANDWRITTEN | <input type="checkbox"/> "RECEIVED" STAMP |
| <input type="checkbox"/> TYPED | <input type="checkbox"/> OTHER _____ |
| <input type="checkbox"/> SEALS | _____ |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____

6. DOCUMENT INFORMATION (THERE ARE MANY POSSIBLE WAYS TO ANSWER A-E.)

A. LIST THREE THINGS THE AUTHOR SAID THAT YOU THINK ARE IMPORTANT:

1. _____
2. _____
3. _____

B. WHY DO YOU THINK THIS DOCUMENT WAS WRITTEN?

C. WHAT EVIDENCE IN THE DOCUMENT HELPS YOU TO KNOW WHY IT WAS WRITTEN?
(QUOTE) _____

D. LIST TWO THINGS THE DOCUMENT TELLS YOU ABOUT LIFE IN THE PLACE AND AT THE
TIME IT WAS WRITTEN:

1. _____
2. _____

E. WRITE A QUESTION TO THE AUTHOR THAT IF LEFT UNANSWERED BY THE DOCUMENT:

HISTORY DAY AGREEMENTS

INDIVIDUAL CONTRACT

NAME _____

GENERAL TOPIC _____

AREA OF EMPHASIS _____

PROPOSED FORMAT OF ENTRY _____

PROJECT DUE DATE _____

I will complete an individual entry in History Day. I understand that along with the freedom and independence of an individual entry, I will have to complete all aspects of the entry on my own without help from other students. I also have reviewed the History Day rules and regulations with my parents/guardians and understand all the requirements of the event.

Student signature: _____

I have received the History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to enter History Day.

Parent/guardian signature: _____

Teacher signature: _____

Date: _____

HISTORY DAY AGREEMENTS

GROUP CONTRACT (Maximum of 3 students – Display, Documentary, Performances & Website Projects)

NAME _____

GENERAL TOPIC _____

AREA OF EMPHASIS _____

PROPOSED FORMAT OF ENTRY _____

PROJECT DUE DATE _____

Students who wish to work in groups must have the contract signed by all students and parents/guardians involved. Once formed, the group will receive a blanket grade for the entry. No allowances will be made if one member does not participate fully. Choose your groups carefully. The group agrees to share equally in all work and in all expenses. Money may not be spent unless all members are consulted. All prize monies will be split evenly among the students. We agree to work together to complete our History Day entry. We have reviewed the History

Student signature: _____

Student signature: _____

Student signature: _____

I have received the History Day rules and regulations and have reviewed them with my son/daughter. S/he has my permission to enter History Day.

Parent/guardian signature: _____

Parent/guardian signature: _____

Parent/guardian signature: _____

Teacher signature: _____

Date: _____

TOPIC SELECTION WORKSHEET WHAT'S THE POINT?

Use this worksheet to help select and focus your topic for this year's theme:

HISTORY DAY THEME: _____

MY GENERAL AREA OF INTEREST: _____

PRELIMINARY TOPIC IDEA: _____

LIST OF ISSUES OR QUESTIONS TO BE EXPLORED IN MY/OUR RESEARCH: (LOOK FOR WAYS TO

COMPARE, CONTRAST OR INTERPRET USING YOUR OWN IDEAS ABOUT YOUR RESEARCH) _____

WORKING TITLE AND SUBTITLE: _____

THESIS STATEMENT: (MY HISTORY DAY PROJECT WILL EXAMINE/COMPARE/DISCUSS/SHOW...)

RESEARCH STRATEGY WORKSHEET

Use this worksheet to develop ideas on the types and location of sources you can use in your research. These ideas will be helpful when you discuss your research with a reference librarian, archivist, historians or other advisors.

What libraries or research centers do you think will have information on your topic?

What are some key words, dates or people related to your topic that will help you find information in a general reference text, a book index, a computer search or a card catalog?

What materials will you look at to begin your research?

Make a list of the types of primary sources you think exist for your topic:

Make a list of people you could interview, or write, to learn more about your topic (Make a note after each name if they would be a primary or secondary source):

HISTORY DAY STUDENT CHECKLIST

“HOW AM I DOING”

Circle the response that most nearly describes your progress so far.

- | | | | |
|---|-----|-----------|----|
| 1. I am working as hard as I can and am making excellent progress. | Yes | Sometimes | No |
| 2. I am about where I think I should be. | Yes | Sometimes | No |
| 3. I am finding it easy to locate secondary sources for my entry. | Yes | Sometimes | No |
| 4. I am finding it easy to locate primary sources for my entry. | Yes | Sometimes | No |
| 5. I understand my topic. | Yes | Sometimes | No |
| 6. I understand why I chose my topic. | Yes | Sometimes | No |
| 7. I understand the issue related to my topic. | Yes | Sometimes | No |
| 8. I understand the period in history in which my topic takes place. | Yes | Sometimes | No |
| 9. I am meeting my deadlines. | Yes | Sometimes | No |
| 10. I am confident I will complete my entry on time. | Yes | Sometimes | No |
| 11. I am working well with other members of my group (if applicable.) | Yes | Sometimes | No |

Fill in the blanks to complete the following questions.

I have read _____ background sources.

I have taken notes from _____ sources.

I have located a total of _____ sources.

I need help on _____

HINTS FOR CHECKING THE FINAL PRODUCT

Complete the following guide by filling in the blanks. Examples are provided in italics. You may want to use this as a guide to completing your entry.

This year's theme is _____

I am not presenting a story of a particular (*person/event*), but rather an explanation of how and why (*your specific topic*) _____

has gained an important place in history. (*your topic*) has affected society by _____

The history of (*your topic*) _____

fits into the larger picture of (*your general area*) _____

and history by _____

Changes that have come about as a result of (*your topic*) include _____

Remember, what is interesting is not necessarily important. When you are putting your entry together, keep asking yourself, "Is this important? Will it help people understand the main ideas of my topic?" If you cannot think of a good answer, you might want to use the space or time for more important information.

Double-check your product several times. Read your paper, captions, or presentation out loud to a friend. Can s/he understand it? Are your sentences clear?

Make sure your annotations say something. Do not write, "The book gave me interesting information." Instead write, for example, "This author explained the Civil Rights Movement before Martin Luther King and helped me identify important Black leaders. The book also had pictures I used on my project."

All pictures, music, documents, ideas, and interpretations that are not developed by students must be attributed to the source in your bibliography, footnotes, picture credits, music credits, or captions.

COMPLETING THE ENTRY (HISTORICAL PAPER) -- 1 STUDENT PER ENTRY --

The historical research paper is one of the most challenging History Day categories, but it is also the most rewarding. A research paper requires three basic steps: After choosing a topic, a student needs to collect historical information, organize the information collected and present it in a way that informs the reader about the thesis. You should have a strong, focused opening outlining your thesis and purpose, a clear pattern of ideas that flow logically, and a conclusion that summarizes major points. **The writing of history is analysis of events and ideas, not merely a presentation of facts.**

Historical papers, submitted by individual student only, must be typed (double spaced) and between 1,500 and 2,500 words. The annotated bibliography, illustrated captions, footnotes and supplemental appendix material do not count in that total. The paper must be footnoted (or use end notes). **Check entry for compliance with all History Day rules.** Historical papers are due at the Hawai'i History Day office prior to district and state events. Consult schedule sent with registration material.

In completing a paper, the following checklist may be used:

<i>Item To Be Completed</i>	<i>DATE COMPLETED</i>
1. Note cards from primary and secondary sources.	_____
2. Develop outline.	_____
3. Rough draft of paper including: -Interesting title. -Diagrams, charts or documents footnoted.	_____
4. Final draft of paper.	_____
5. Rough draft of bibliography.	_____
6. Final draft of bibliography.	_____
7. Paper checked for proper margins and rules compliance.	_____
8. Paper and bibliography proofread.	_____

Checklist for submitting Paper to Hawai'i History Day

1. Email a complete copy of your paper to Hawai'i History Day by due date. _____
2. Title page lists name, category, division. (No school or teacher name.) _____
3. Annotated bibliography. Separation between primary and secondary sources. _____

COMPONENTS OF A HISTORICAL PAPER

- Title Page** Includes only: Title of Paper, Category, Division and Name of Student.
- Introduction with Thesis Statement** (statement of historical question to be examined within annual History Day theme)
- Body** (Provides historical information and analyses in support of thesis)
- Conclusion** (Logically follows from thesis statement and body)
- Footnotes or endnotes** (Numbered consecutively / Proper form / Placed correctly)
- Supplementary Materials** (illustrations, maps, charts, etc.) -- Neatly done / Appropriate to topic.
- Bibliography** (Annotated / Proper form / Primary and secondary sources separated and identified)

COMPLETING THE ENTRY (DISPLAY) -- 1-3 STUDENT(S) PER ENTRY --

Emphasis in scoring a History Day entry is placed on historical quality, but the quality of presentation is also important (especially choices regarding the flow of information and visual development of ideas). Part of the job of any historian is to communicate his or her research to others. How can you best display your thesis and findings to an audience? Remember, most people at a History Day event will be viewing your display for the first time. Will they understand what it is all about? Will they understand the focus and the conclusion of your research? Your display should stand on its own in an eye-catching, stimulating yet informative presentation.

A display project includes the exhibit itself, a summary of the thesis and research process (up to 500 words), and the bibliography. The exhibit component may include display boards, reconstructions, charts, and models. The overall size of the exhibit must be no larger than 40 inches wide, 30 inches deep and 6 feet high. Check entry for compliance with all History Day rules. Exhibits should have a title clearly displayed, sections labeled and in a sequence that is easy to understand, and captions under all pictures or visuals -- all of which must not exceed 500 student-composed words. Captions with quotes must be footnoted and artifacts identified. It's a very good idea to make a detailed drawing or even a model of the display before beginning construction. When displaying reconstructions or artifacts be sure they fit historically to the era or are founded in historical fact. Use the objects in a creative way so as to make the viewer want to know more about it. It is always tempting to try to get as much on your panel boards as possible, but this usually makes for a cluttered and confusing display.

Before you finalize your project have another person look at it. Listen to their comments on the clarity of the presentation, impact on the viewer and historical quality. Does the point you are trying to make come across? Changes can and should be made if any of these items are reacted to negatively. Some students revise their displays several times before the History Day event begins.

In completing the display, the following checklist may be used:

Item To Be Completed

DATE COMPLETED

- | | |
|--|-------|
| 1. Outline of thesis, supporting information and conclusion. | _____ |
| 2. Rough drawing of display layout and design (visual translation of outline). | _____ |
| 3. Selection of construction materials. (plywood, foam core, etc.) | _____ |
| 4. Cut out or buy lettering or utilize computer printouts. If using photos, take pictures and have developed early. | _____ |
| 5. Mount pictures / visuals. | _____ |
| 6. Write captions for pictures / visuals. | _____ |
| 7. Type final draft of explanatory narrative and captions (up to 500 student-composed words). Proofread. | _____ |
| 8. Mount visuals on project. (Allow ample time.) | _____ |
| 9. Write research summary (up to 500 words) and annotated bibliography. | _____ |
| 10. Build transportation case, if needed. Note: History Day is not responsible for damage of display projects during transportation. | _____ |

Checklist for District or State History Day

- | | |
|--|-------|
| 1. Four copies of research summary and bibliography to bring to the event. | _____ |
| 2. Title page lists name, category, division. (No school or teacher names) | _____ |
| 3. Annotated bibliography. Separation between primary and secondary sources. | _____ |
| 4. Emergency kit to bring to event -- scissors, tape, pens, glue, etc. | _____ |
| 5. Prepare a cover for the project to protect it while transporting it to the event. | _____ |

COMPLETING THE ENTRY (DOCUMENTARY MEDIA)

-- 1-3 STUDENT(S) PER ENTRY --

A documentary media presentation can be an exciting way of sharing historical research. In choosing a topic, it is important that the subject fits the History Day theme and the documentary format fits the topic. Remember, this is a history event, not a film festival. The quality of the historical research is the essence of the presentation. Your thesis and its supporting evidence must be communicated to your audience. However, when directed and inspired, a sense of adventure and challenge develops as you research your project. Pieces will gradually fill in and, like a jigsaw puzzle, the whole picture will begin to take shape. Documentaries take on new meaning as you become "historical detectives."

Documentary media entries include DVD's, videotapes, slide shows or computer programs and must be accompanied by a research summary and annotated bibliography. DVD players, VCRs (for standard VHS tapes; no super VHS, Beta, etc.), monitors, slide projectors and projection screens will be available at the event. Students must supply all other equipment. For entries using computer formats, please note that television monitors are for DVD and VHS setup and may not readily convert to your needs (it is best to bring equipment with which you are familiar to district and state events). Check entry for compliance with all History Day rules (especially concerning the use of media equipment by students). Share the finished product with "outsiders" for a constructive critique. Documentaries may last up to ten minutes, with five minutes allowed to set up and five minutes to remove the equipment.

In completing the display, the following checklist may be used:

Item To Be Completed	DATE COMPLETED
1. Write tentative script that outlines the thesis and questions you will be examining and the supporting historical information and analysis.	_____
2. Develop a storyboard for the presentation.	_____
3. Decide on location shots, interviews, still pictures from books, magazines, etc.	_____
4. Buy DVD's.	_____
5. Take pictures or videotape.	_____
6. Write detailed script to go with each visual scene.	_____
7. Record script (may include music and sound effects).	_____
8. Synchronize script with music and visuals.	_____
9. Write research summary (up to 500 words) and annotated bibliography.	_____

Checklist for District or State History Day

- | | |
|--|-------|
| 1. Four copies of research summary and bibliography to bring to the event. | _____ |
| 2. Title page lists name, category, division. (No school or teacher names) | _____ |
| 3. Annotated bibliography. Separation between primary and secondary sources. | _____ |
| 4. Emergency kit to bring to the event. Include extra copy of paper and extra DVD's. | _____ |

Story boarding is an important part of the documentary process. This technique is used to help you decide which pictures, graphics and sound will best suit the narrative script. When you have done your research and written a good script, divide the script into segments with appropriate slides, video segments, etc. drawn in. At this point, the visuals and the sound elements (narratives, music, interviews, etc.) must match up and communicate the basic message of your project -- including a clear statement of your thesis, a coherent documentation of supporting evidence (historical information and interpretation), and a conclusion that points out the historical significance of your program.

COMPLETING THE ENTRY (PERFORMANCE) -- 1-3 STUDENT(S) PER ENTRY --

The idea of living history, or using performance to preserve and explain the past, is as old as history itself. Living history performances can be exciting and personally rewarding. They can also make big contributions to the community in which you live. While such performances must have dramatic appeal, this should not be at the expense of historical information. Choose a topic that interests you and will work well as a performance. Do good research first, don't jump right in and start writing a script. When you do write your script, make sure it contains references to the historical evidence you found in your research. Using actual dialogue, quotations or taking excerpts from speeches or oral histories are good ways of putting historical detail into your performance. Become the historical figure and write your script around an important time or place which will explain your research. Remember that your performance must reflect your thesis statement, supporting ideas and conclusion.

Performances are dramas depicting an event, person, or place. These dramas are written, directed, and acted by the group members (no more than three) or individual performer. They may be up to ten minutes long, with five minutes allowed to set up and five minutes to tear down. Scenery and props may be used, with lighting or sound effects, but the students in the group must run all extra equipment. Good costumes help make you convincing, but be sure they are appropriate to your topic and historically accurate. Check entry for compliance with all History Day rules.

You are in the only "live" category of History Day. You must make a lasting impression in your nine or ten minutes. Be sure that you have communicated your thesis and its relation to the theme in your allotted time. Your research must show. The most dramatic or best comedic timing is not enough if your underlying research is weak. At every step of the way, ask other people's advice. This is especially true when you have finished the script and when you are in rehearsal. This category can be one of the most challenging, as well as the most rewarding. Practice! Practice! Practice!

In completing the display, the following checklist may be used:

Item To Be Completed

DATE COMPLETED

- | | |
|--|-------|
| 1. Write tentative script or outline of presentation. Include thesis statement, supporting historical information and analysis of appropriate characters, location and time, and conclusion. | _____ |
| 2. Prepare costumes to reflect the time, place, mood and theme. | _____ |
| 3. Prepare setting / scenery. | _____ |
| 4. Write dialogue using story outline. | _____ |
| 5. Block performance to go with setting and script. | _____ |
| 6. Write final draft of script. | _____ |
| 7. Write research summary (up to 500 words) and annotated bibliography. | _____ |

Checklist for District or State History Day

- | | |
|--|-------|
| 1. Four copies of research summary and bibliography to bring to the event. | _____ |
| 2. Title page lists name, category, division. (No school or teacher names) | _____ |
| 3. Annotated bibliography. Separation between primary and secondary sources. | _____ |
| 4. Emergency kit to bring to event. Include spare script, items that may be needed to repair the set, extension cords, ripped costumes (safety pins, needle, thread), and any other breakable items. | _____ |

COMPLETING THE ENTRY (WEBSITE)
-- 1-3 STUDENT(S) PER ENTRY --

A website should reflect a student’s ability to use website design software and computer technology to communicate a topic’s significance in history. The historical quality, analysis, and interpretation of a topic must be clear and evident to the viewer. Websites are the most interactive of all National History Day categories. In designing an entry, a student should include elements that actively engage an audience in learning about the topic. These elements do not need to be technologically complex, but should let the audience participate in exploring the topic, rather than passively viewing information. The presentation should include primary materials, but must also be an original production. To produce a website, the students must have access to the appropriate equipment (be able to operate it) and the internet. The entry may be done by one to three students.

In completing a paper, the following checklist may be used:

<i>Item To Be Completed</i>	<i>DATE COMPLETED</i>
1. Outline of thesis, supporting information and conclusion.	_____
2. Make a timeline.	_____
3. Develop a rough layout and design for your website.	_____
4. Create a free account at www.nhd.weebly.com	_____
5. Find pictures or videos for your website.	_____
6. Create a homepage and supporting pages for your website.	_____
7. Narrow your text to no more than 1,200 visible, student-composed words.	_____
8. Make sure your website is no larger than 100 MB.	_____
9. Write research summary (up to 500 words) and annotated bibliography.	_____

Checklist for submitting Paper to Hawai’i History Day

1. Electronically submit your website online at:
<https://hawaiihistoryday.hihumanities.org/registration/> _____
2. Homepage lists name, category, & division. (No school or teacher names) _____
3. Annotated bibliography. Separation between primary & secondary sources. _____
4. Annotated bibliography & process paper need to pages within your website. _____
5. Both the annotated bibliography and process paper do not count
towards the 1,200 word limit. _____

TITLE PAGE, RESEARCH DESCRIPTION AND BIBLIOGRAPHY

Each entry in the Display, Documentary, Performance, or Website categories must be accompanied by four copies of a research description report and annotated bibliography for the judges. Contact the Hawai'i History Day office for special requirements regarding website projects. Historical paper entries are not required to have a "description of research," but must have a title page, footnotes (or end notes), and the annotated bibliography.

- **Title Page** (For all entries):

This should include only the following (any other information could cause a loss of points!):

- Title of Entry
- Students' Name(s)
(individual student for historical paper, one to three students for other three format categories)
- Division (Junior or Senior)
- Category (Historical Paper, Display, Documentary, Performance, Website)
- Don't use any graphics, borders or other designs on the Title Page or binders, folders or cover-slips of any kind! (This could result in a deduction of points, especially at National History Day.)

- **Research Description** (For all entries, except historical research paper):

This is a 1 to 2-page description (no more than 500 words) of the ways in which you researched and developed your project. Here is an outline with some questions that may help you write this report:

Introduction

- What is your entry about? (present your thesis statement)
- How did you get the idea for your topic?
- How did you end up participating in History Day?

Research Description

- Where did you go to find research sources?
- What were your most valuable sources?
- How did your ideas about your topic change as you did your research?
- What choices did you make about what information to include in your entry?
- How did you put your entry together?
- What were some problems you overcame?

Conclusion (final paragraph)

- How does your topic relate to the national History Day theme?
(Note: You must conclude your description with a response to the above question.)
- You might also conclude with a response to such questions as:
 - Why is it important to study your topic? How does it relate to changes in history?
 - What conclusions have you drawn from your research?
 - How has this been a valuable learning experience for you?

- **Annotated Bibliography** (For all entries):

Put "Annotated Bibliography" at the top. Separate your sources into "Primary" and "Secondary" and list them alphabetically under these headings. Briefly describe how you used your sources underneath each entry. Be sure to write in full sentences. List picture or illustration credits on a separate page.

- **More hints** (For all entries):

- Type or word-process and print the document with double-spacing.
- Make sure all copies are completely legible.
- Staple document in the upper left hand corner.

ABOUT JUDGING: HISTORY DAY EVALUATION

Every History Day category has a judging form specifically designed for that category. Copies of the judging forms may be requested from the state coordinator. Judges are encouraged to comment upon the entry and make suggestions for improvement. Each category's form is based upon the following general criteria used by all judges.

(A) Historical Quality.....60% of Total

1. Is the entry historically accurate and authentic, or does it have serious omissions?
2. Does the entry demonstrate a grasp of the subject within the historical context of the era? The students' knowledge and analysis should extend beyond a very narrow topic to its overall importance.
3. Does the entry provide an analysis of the historical data, or is it just a description of an event/topic? Remember, history is not the past, it is the past explained.
4. Is there a wide use of primary and secondary sources?
5. Does the presentation demonstrate the balance of viewpoints? Is the research balanced, does it demonstrate an analysis of all points of view?

(B) Adherence to Theme.....20% of Total

Does the entry clearly relate to the History Day theme? The judges may look at the entry's content, its title, and the analysis of the event.

(C) Clarity Of Presentation.....20% of Total

These criteria are designed for each specific category. In general the judges will look for:

- | | |
|------------------|---|
| 1. Clarity. | 4. Appropriateness of historical materials, props, etc. |
| 2. Organization. | 5. Presentation/performance quality. |
| 3. Creativity. | 6. Clear visuals or sound. |

(D) Mandatory Deductions.....Up to 15% of Total

1. Exceeds time/size or set-up limits.
2. No annotated bibliography. Did not identify/separate primary and secondary sources.
3. Students did not run all equipment.

(E) The Interview: Although interviews do not count toward the final evaluation of the project, they are vital elements in the process of communicating the value of historical research, interpretation and understanding. The interview is intended to allow students to demonstrate what they have learned by doing their project. Judges will be asking general questions about the students work, such as: What was your most important source(s) and why? What is the most important point you are trying to convey about your topic? What is the most important thing that you learned from completing this project? Some follow-up questions should be expected, but the short time period does not allow for much in-depth questioning. The written comments from judges will provide more explicit comments and advice on improving the entry.

CLASSROOM ASSESSMENT

The amount of work required of the student(s) participating in History Day is deserving of significant classroom credit. It is a good idea to base your classroom evaluation on the criteria utilized in History Day. This evaluation will then help prepare students for these events. The following three pages are adapted and expanded versions of History Day judging forms. They are designed to allow the instructor to evaluate student work across a broad range of criteria. No assumptions are made on the method of scoring to be used in the grade boxes.

Because History Day projects are often revised as students progress through the various History Days, you may want to develop means for students to earn extra credit beyond the initial evaluation.

CLASSROOM ASSESSMENT

Historical Quality:

Grade:

1. The thesis statement is clearly stated. _____
2. The entry is organized to support the thesis. _____
3. The entry is historically accurate and authentic. _____
4. The entry displays an analysis of historical data rather than a report of the facts. _____
5. The entry demonstrates an understanding of historical data. _____
6. The list of sources consulted (bib.) demonstrates a wide use of secondary sources. _____
7. The list of sources consulted (bib.) demonstrates a wide use of available primary sources. _____
8. The entry demonstrates an evaluation and critical use of available resources. _____
9. The entry displays an understanding of the historical context in which the topic occurred. _____
10. The entry attempts an original historical interpretation and analysis. _____
11. The historical quality is demonstrated in the finished product. _____

Clarity of Presentation:

Grade

1. The entry clearly identifies the theme. _____
2. The entry uses maps, photographs, etc., to supplement the presentation where appropriate. _____
3. The entry uses a satisfactory number of primary and secondary sources to fully investigate the topic. _____
4. The bibliography is void of errors. _____
5. The bibliography is annotated to show an understanding of the sources used. _____
6. Quotation marks set off any words, phrases, or sentences that have been copied from a source, and all quotations, documents, or pictures have been footnoted. _____
7. The entry is void of word errors: Misspellings, incorrect capitalization, wrong words, poor verb usage, and omission of words. _____
8. The entry is void of sentence errors: run-on sentences, sentence fragments, misplaced modifiers, wordiness, and awkward construction. _____
9. The entry is void of punctuation errors: comma, semi-colon, colon, apostrophe, and quotation mark errors. _____
10. The entry is complete and in a final form. _____

Adherence To Theme And Rules:

Grade:

- 12. The entry displays a clear relationship to the History Day theme. _____
- 13. The entry meets all required written documentation. _____
- 14. The entry meets all established standards of time, space, required number of written words, etc. _____
- 15. The entry is in complete and legal form. _____

In-Class Work/Participation:

Grade

- 11. The individual/group displayed the use of communication techniques with each other/the teacher. _____
- 12. The individual/group demonstrated a willingness to contribute his/her skills and gifts to the entry. _____
- 13. The individual/group contributed the necessary amount of time and commitment required by the entry. _____
- 14. The individual/group budgeted time and resources for the assignment. _____

Originality:

Grade

- 1. The entry is original and creative. _____
- 2. The entry is well organized. _____
- 3. The entry is neat and efficient. _____
- 4. The entry is clear and precise. _____
- 5. The entry contains a literary and/or dramatic style that attractive to the viewer. _____
- 6. The entry has a visual/dramatic effect, which demonstrates completeness. _____

Overall strengths of entry:

Areas for Improvement:

Final Grade: Superior Excellent Good Needs Improvement

Score: _____

COMPILING A BIBLIOGRAPHY

Keep a record of all your sources and resources in a notebook or on index cards. The time spent will save headaches in developing the bibliography. You should keep the following information from each source: **(If applicable)**

1. Title of book, magazine, newspaper, or document.
2. Author(s), complete name(s), as listed on the source.
3. Copyright date or date written.
4. Date published for newspaper, magazine.
5. Publisher.
6. City where published.
7. Name of person(s) interviewed.
8. Date of interview.
9. List the page(s) that you actually used.
10. If you have other information, keep it. It might prove useful.

Annotations:

It is very important that you provide an annotation for each source used. An annotation describes the source and what you learned or gained from it. The annotation should also evaluate the source. The following questions may be helpful:

1. What type of reference is it? Is it very specific or a broad overview? Does it discuss just one person or just one part of an incident or topic?
2. How did you use this source in researching and preparing your entry? (BE SPECIFIC). Did you use this for your report, to write your play, display pictures, props, costumes, slides, narration, etc.?
3. How did this source help you understand your topic?

Citation Styles

Citations and bibliographic references must follow the principles in the most recent edition of one of the following reference style guides:

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press).
2. The style guide of the Modern Language Association of America (MLA).

Regardless of which manual is used, the style must be consistent. The style used to write the bibliography for this manual is Turabian's.

EXAMPLE OF A BIBLIOGRAPHY

Primary Sources

Commager, Henry Steele, ed. Documents of American History. New York: Meredith Corporation, 1968. Two important documents were used: part of Jefferson's letter to Livingston, America's minister to France, with instructions for negotiating the purchase of New Orleans and the Floridas; and the treaty between France and the United States for the purchase of the Louisiana Territory. Both these documents were placed on the project.

Historical Maps on File. New York: Facts on File Publication, 1984.

An historical map series with maps showing the exploration of the Mississippi River and North America in 1783, and western lands in 1802 and 1803. These maps were used on the project to show the growth of the U.S. and who claimed other parts of North America.

“Thomas Jefferson's Third Annual Message,” A Compilation of the Messages and Papers of the Presidents. New York: Bureau of National Literature, Inc., 1897. I used part of Jefferson's third annual message to Congress where he talks about the Louisiana Purchase. This helped me understand that Jefferson compromised his beliefs by using his power to make the treaties acquiring land. He would have preferred to have used the Constitution if it had had a provision for land acquisition.

Secondary Sources

Carruth, Gordon, Editor. American Facts and Dates. New York: Thomas Y. Crowell Co., 1972. Brief entry on the Louisiana Purchase giving price paid and acreage purchased. I used this information for my list of statistics.

DeConde, Alexander. A History of American Foreign Policy. New York: Charles Scribner's Sons, 1963. The author discussed Jefferson's policies regarding U.S. relationships with Spain, France, and England during 1800-1803. This helped me to understand Jefferson's third annual message of October 17, 1803. I used a quote from this author in a caption.

Edwards, Mike W. “Thomas Jefferson,” National Geographic, February 1976. This article is a pictorial overview of Jefferson's life with a brief mention of the conflict and compromise of the Constitution about acquiring property. I used 3 pictures from this article for my display.

Stokes, George. “Louisiana,” The World Book Encyclopedia, 1981, Vol. 10. This article was useful for the history of Louisiana. A timeline of the important events was developed from this article and placed on the project.

Tallant, Robert. The Louisiana Purchase. New York: Random House, 1952. This book presents detailed information on the events in Spain, France, England, and America that led up to the purchase of Louisiana by America. This book showed me why Jefferson was concerned about who controlled Louisiana, and the effect that control had on the rest of the country.

BIBLIOGRAPHY REFERENCE FORMS

Book Reference

Your name: _____

Library number: _____ Author/Editor: _____

Title: _____ City published: _____

Publishing Co.: _____ Year published: _____

Annotations: _____

Book Reference

Your name: _____

Library number: _____ Author/Editor: _____

Title: _____ City published: _____

Publishing Co.: _____ Year published: _____

Annotations: _____

BIBLIOGRAPHY REFERENCE FORMS

Newspaper Reference

Your name: _____

Library number: _____ Author (if given): _____

Title of article _____ Name of Newspaper: _____

Pages used: _____ Date published: _____

Annotations: _____

Newspaper Reference

Your name: _____

Library number: _____ Author (if given): _____

Title of article _____ Name of Newspaper: _____

Pages used: _____ Date published: _____

Annotations: _____

BIBLIOGRAPHY REFERENCE FORMS

Interview Reference

Your name: _____

Person interviewed: _____ Their title: _____

Permission to quote given? _____ Date: _____

Annotations: _____

Interview Reference

Your name: _____

Person interviewed: _____ Their title: _____

Permission to quote given? _____ Date: _____

Annotations: _____

BIBLIOGRAPHY REFERENCE FORMS

Media Reference

Your name: _____

Video number: _____ Director: _____

Title of video/film: _____

Name of film company: _____

Date published released: _____

Annotations: _____

Media Reference

Your name: _____

Video number: _____ Director: _____

Title of video/film: _____

Name of film company: _____

Date published released: _____

Annotations: _____
